

Moravian College Marketing Management (MGMT 251) Syllabus

Fall, 2015 Tuesdays/Thursdays 10:20-11:30AM

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Office Hours: Wednesdays, 10-Noon and by appointment

Course Description: MGMT 251 addresses the management of marketing activities in an organization. The course emphasizes the marketing principles that will permit you to prepare ethical and persuasive appeals to consumers and, in the non-profit sector, to donors. We will stress the connectedness of marketing to organizational mission, culture, and brand – apart from the organization’s budget, marketing is the place where organizational beliefs and self-descriptions are ultimately and directly revealed.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Discuss marketing in terms of the value creation process
2. Demonstrate understanding of the major concepts of modern marketing practice
3. Demonstrate understanding of strategic and tactical marketing techniques
4. Design ethical, customer-oriented marketing strategies that demonstrate the role of research and analysis in marketing and which also demonstrate command of “the 4 Ps” of marketing – product, price, placement, promotion
5. Apply marketing concepts to yourself—your long-term personal and vocational goals

Required Text: Armstrong and Kotler (2015). Marketing: An Introduction. Pearson

Course Requirements and Grades (requirements discussed at length on attached sheet)

1. Student-led discussions of text (15%)
2. Student oral presentations on effective marketing from news articles/advertisements (15%)
3. Exam on key terms and concepts (15%)
4. Personal positioning project: Paper demonstrating that you can apply key marketing principles and concepts to your plans and goals for the future (15%)
5. Course Team project: Marketing plan for non- profit organization or small business (30%)
6. Class Participation (10%)

Course Policies: Students are expected to attend all classes – discussion is the beating heart of liberal learning! Attendance will be taken each class.

This will be a student- led course in many respects, with each student giving three oral presentations. The professor will do little formal lecturing, but will comment as needed on the points made by student presenters, both to ensure that student discussion leaders are providing accurate information from the text or other sources, and to test your ability to engage with an interlocutor in a public situation.

You may bring drinks, but no food to class.

Make-up exams will be given only when you provide compelling evidence of illness or athletic contest or some other valid reason for missing class.

Policies on academic honesty will be enforced. Refer to the student handbook for details on these policies. If you are having trouble in the course, please, please come see me. I am here to challenge you, but I am also here to help you succeed. Don't risk your good name by cheating.

If a student's score for a course grade is very close to a higher letter grade than that which should apply, I will check the student's class participation score again – if the student was a consistent and insightful participant in discussion, I am inclined to give him or her the higher grade. Also, I am open to discussing extra credit projects up until the end of the 1<sup>st</sup> week of November.

Disability Support Services: Appropriate accommodation for students who have documented learning disabilities will be made. Please contact Elaine Mara, Assistant Director of Learning Services for Academic and Disability Support. Ms. Mara is located on the first floor of Monocacy Hall (610-861-1401). Accommodation will not be provided until authorization is received from the Academic Support Center. If you have a different need or issue you wish to discuss with a professional, be in touch with Dr. Ron Kline in the Counseling Center, 1307 Main Street (610-861-1510). You can find more information in the Moravian College Student Handbook under "Academic Resources".

### Weekly Course Schedule

Week of

1 and 3 September: Welcome and course overview; review draft syllabus and assignments; form teams for course project; identify dates for student presentations on textbook and examples of good/bad marketing from media; Professor leads discussion on what Aristotle knew about marketing 2,000 years ago; Professor leads discussion on globalization's impact on marketing and the creation of organizational brand

8 and 10 September: Read Sections 1 and 2 of Part 1 of textbook; Professor leads discussion on Section 1 of Part 1; student presents on Section 2 of Part 1; students present on ads; teams meet to identify organization for team project

15 and 17 September: Read Sections 3 and 4 of Part 2 of textbook; students lead discussion on these sections; students present on ads; teams meet

22 and 24 September: Read Sections 5 of Part 2 and Section 6 of Part 3 of textbook; students lead discussion on these sections; students present on ads; teams meet; written progress report on personal positioning plan due

29 September and 1 October: Read Sections 7 and 8 of Part 3 of textbook; students lead discussion on these sections; students present on ads; teams meet; progress reports returned; written progress report for course project due

6 and 8 October: Read Sections 9 and 10 of Part 3 of textbook; students lead discussion on these sections; students present on ads; teams meet

13 October: Fall Break

15 October: Read Section 11 of Part 3 of textbook; student leads discussion on this section; student presents on ad; teams meet

22 and 29 October: Read Sections 12 and 13 of Part 3 of textbook; students lead discussion of these sections; students present ads; teams meet; second written progress reports due on both course projects and personal positioning projects

3 and 5 November: Read Section 14 of Part 3 and Section 15 of Part 4 of textbook; students lead discussion on these sections; students present on ads; teams meet

10 and 12 November: Read Section 15 of Part 4 of textbook; student leads discussion on this section; student presents on ads; exam on key terms and concepts

17 and 19 November: Oral presentations on course project (teams 1 and 2)

Thanksgiving Break

1 and 3 December: Oral presentations on course project (teams 3 and 4)

8 and 10 December: Oral presentations on course project (teams 5 and 6)

11 December: Personal positioning paper due by 11PM via email

13 December: Written course project due by 11PM via email

18 December: Grades posted – no inquiries prior to that date, please.

Happy Holidays!

1. Student- led discussions of text: Each student will be assigned a portion of the textbook (fifteen-twenty pages) and will present and explain the highlights of his/her assigned text to the class. Use real or hypothetical examples or illustrations to help explain these key terms and concepts.

You are not just responsible for stating these important ideas or processes: you are responsible for your classmates' learning. So if you haven't rehearsed your presentation, you will not be able to get your eyes off of your notes; if you can't get your eyes off of your notes, you can't read your audience's eyes to determine whether they are understanding what you're trying to teach.

Prof. Godbey may interrupt you at any point and ask you to clarify or amplify any point that you make, or he may ask you to relate your point to some other aspect of the course or other key term in the text. (If you have ever seen members of the U.S. Supreme Court interrupt and fire questions at the lawyers who argue cases before them, you have some idea of the role that I will play.)

Some students use power points; some print out hard copy of their notes and distribute them to classmates; others use the whiteboards; and some just talk. This is entirely your decision. Your presentation should take 15-20 minutes; should focus upon the four or five ideas that you think are most important; and will be followed by 5-10 minutes of class discussion.

Discussion may well include questions about the key ideas you chose and why you thought they were more important than others you didn't address. You will be graded on your presentational skills – eye contact, organization, audibility, energy level, voice qualities -- as well as the intellectual content of your effort. If you use power points, be sure that there are no spelling or grammatical errors in the text – none. Your presentation will be timed, and you will be told when there are two minutes remaining until the twenty minute mark. You will receive feedback from students about the presentational aspects of your summary of the text.

2. Student oral presentations on effective marketing from news articles/advertisements: Each student will identify and share with his/her class mates an article or advertisement that illustrates key marketing principles described in the textbook. You should present a quick summary of the key points of your article or the key persuasive appeals of your advertisement, and then discuss how they embody relevant marketing tactics/principles. Presentations should take about 15 minutes and discussion another 5 -10. The Professor and students will play the same roles as described in #1 above, and presentational skills will count as well as your ideational content.
3. Exam on key terms and concepts: This exam will identify 12 key terms/concepts that you must define and whose meaning you must illustrate in a sentence. You will then select another 8 terms from a pool of 20 terms/concepts, and define and illustrate their meaning. You will also complete 1 obligatory essay and 2 of 5 additional essay questions taken from the "End of Chapter: Reviewing the Concepts" sections of the book. The questions will be distributed one

week before the date of the exam. You will have the whole hour and 10 minutes for this closed- book exercise.

4. **Personal positioning project:** Each student will prepare a 4-5 page paper that identifies her/his unique value proposition—the knowledge, skills, attitudes, experiences, and characteristics that will permit you to add strategic value to an organization, whether for- profit or non-profit. At the same time, you should identify personal weaknesses and discuss how you will respond to these, i.e., whether you will attempt to overcome them or whether you will double-down on your strengths. You will need to elicit opinions from a number of people who know you well to confirm or challenge your self-assessments, and to respond to your plan to further develop strengths and/or confront weaknesses. Finally, you will develop a positioning strategy that will help you approach your target audience, i.e., a prospective employer: how will you capture their attention? How will you differentiate yourself from other aspirants?
  
5. **Course team project: marketing plan for non-profit organization or small businesses:** Your team will identify and contact a non- profit organization or a small business in the Lehigh Valley. You will explain your assignment to the head of the organization, and seek her/his cooperation in your project. Specifically, ask for a meeting(s) to learn about the organization’s mission and goals, resources, current marketing efforts and other vital information. You will be provided with a form that lists the information you should collect. Having collected the essential information through interviews and the above-mentioned form, and having consulted the textbook for relevant marketing principles and strategies, you will prepare a marketing plan for the organization’s review and consideration. You will share this plan with the Professor before giving it to the cooperating organization. Each team will make an oral presentation to the class about its experience and recommendations at the end of the semester. Each team also will submit its final version of the recommended plan in writing. This written plan should be 4-5 pages and should directly show how it responds to “the four Ps” of marketing – product, price, placement, promotion, and how it responds to the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis that you will conduct with representatives of the organization.
  
6. **Class Participation:** Showing up is essential, but it is not enough to promote real intellectual growth. We need to challenge our own thinking by attending to the arguments and insights of others, and we need to challenge others to help them refine their thinking on important issues. Class discussion at institutions such as Moravian is a critical element in developing a new generation of leadership for our nation and our world – a world that will be tested as it has never been tested in the next 20 years.